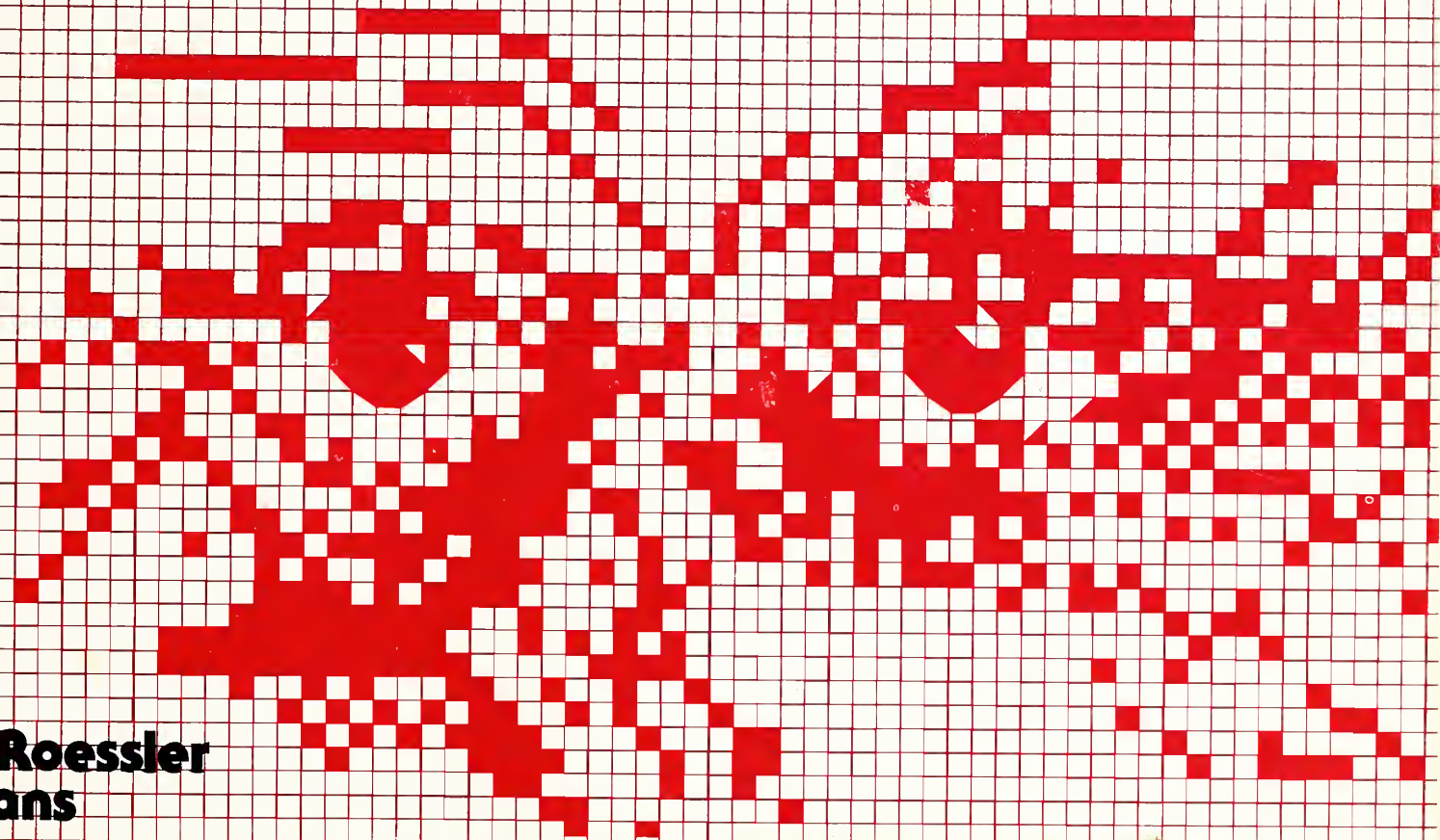


Personal Achievement Skills Training For The Visually Handicapped

**Arkansas Rehabilitation Research and Training Center
University of Arkansas
Arkansas Rehabilitation Services**



BF698
R629
Copy 5

**by
Richard T. Roessler
Bob L. Means**



M.C. MIGEL MEMORIAL LIBRARY
American Foundation for the Blind
15 West 16th Street, New York, New York
10011

BF698
R629
C.S

Personal Achievement Skills Training For The Visually Handicapped

Richard T. Roessler
Bob L. Means

This study was supported, in part, by a research and training center grant (16-P-56812/6-11 RT-13) from the Rehabilitation Services Administration, Office of Human Development, Department of Health, Education, and Welfare.



^ ANSAS REHABILITATION
RESEARCH AND TRAINING CENTER

FIRST EDITION

University of Arkansas, 1977

Foreward and Acknowledgements

Personal Achievement Skills (PAS) originated as a structured group counseling approach for rehabilitation clients with needs in the areas of interpersonal skills and problem solving, (Means & Roessler, 1976; Roessler & Means, 1976a & b). Over the past two years, several studies of Personal Achievement Skills have been conducted. For example, the program was given positive ratings by rehabilitation professionals (Roessler & Greene, 1974) and had positive effects on rehabilitation clients enrolled in work adjustment at the Hot Springs Rehabilitation Center (Roessler, Cook & Lillard, 1976).

Because of the positive effects of Personal Achievement Skills, the authors decided to extend the goal setting and interpersonal skills training approach to group counseling with visually impaired rehabilitation clients. The first indication of the appropriateness of Personal Achievement Skills for use with the visually impaired came through the early work of two counselors, Larry Rieber and Kent Fischer, at the Criss Cole Rehabilitation Center for the Blind in Austin, Texas. Their initial experiences with the training not only confirmed PAS's feasibility for use with the visually handicapped but also pointed out the need to modify the program to emphasize verbal and braille communication modes.

Adaptation of Personal Achievement Skills was aided significantly by the work of two counselors at Arkansas Enterprises for the Blind in Little Rock, Arkansas, Pam Hoekstra and Pat Brown, and by a counselor at Criss Cole, Gary Everhart. They contributed greatly to the modification of PAS exercises and activities into a verbal/braille package for involving the visually handicapped in a self-exploration, self-understanding, constructive action group counseling program.

The development of PAS training for the visually impaired has received considerable administrative support from a number of sources. Of course, the support of the Criss Cole Rehabilitation Center for the Blind and the Arkansas Enterprises for the Blind was essential. Also, the encouragement and assistance of the administration and staff of the Arkansas Rehabilitation Research and Training Center should be acknowledged. Special thanks go to Reed Greenwood and Mary Blakemore for their editorial assistance and to Terese Hatfield and Sharon Stell for preparing the final manuscript for printing. David Sigman added a whole new dimension to the program through his skillful use of design and layout techniques.

Table of Contents

| Section | Page |
|--|------|
| List of Figures | 5 |
| Notes to Instructor | 6 |
| Getting Acquainted | 9 |
| Program Introduction | 10 |
| Instructor Notes | 11 |
| Feedback | 12 |
| Program Assumptions | 13 |
| Thought Provoking Questions | 14 |
| How I Feel About Being Here | 15 |
| Program Philosophy | 16 |
| The Process of Growth — Example | 17 |
| The Process of Growth: A Case Study | 18 |
| Poems | 22 |
| Introduction to Group Cohesion | 25 |
| Ground Rules | 27 |
| Self Exploration: Demonstration | 30 |
| Who Am I: Question | 32 |
| Who Am I: Answer | 33 |
| Instructor's Notes | 34 |
| Motivation for Involvement | 35 |
| Identification of Good Communication Traits | 36 |
| Communication Lessons: Introduction | 37 |
| Do's and Don'ts of Communication | 38 |
| Communication Lesson: Hating | 39 |
| ILAC (Pronounced I-Lack) | 41 |
| What Would It Be Like? | 43 |
| Communication Lesson: Advising | 44 |
| Communication Lesson: Changing | 47 |
| Communication Lesson: Attending | 49 |
| Communication Lesson: Listening | 50 |
| Communication Lesson: Responding | 52 |
| Communication Lesson: Responding to Feeling I | 53 |
| "Feeling" Word List: Introduction | 54 |

| | Page |
|--|-------------|
| Communication Lesson: Responding to Feeling II | 56 |
| Caring: Practice | 57 |
| Communication Summary | 58 |
| How People See Me | 59 |
| Goal Thinking | 60 |
| Instructor's Note | 61 |
| Lifeline | 62 |
| Epitaph | 63 |
| Goal Thinking II | 64 |
| Time Expenditure Analysis | 65 |
| Ideal Box of Time | 66 |
| Group Goal Selection Input | 67 |
| Types of Goals | 68 |
| Daily Details | 70 |
| Value Sharing | 73 |
| Goal Selection | 75 |
| Fantasy Exercise | 76 |
| Defining the Goal Training | 77 |
| Goal Checklist | 78 |
| Group Feedback | 79 |
| Exploring the Problem's History | 80 |
| Factors Exercise | 81 |
| Ways Exercise | 82 |
| Behavioral Analysis | 83 |
| Introduction to Program Development | 85 |
| Program Development | 87 |
| Goal Attainment Scaling | 90 |
| Sharing | 91 |
| Where Are We | 92 |
| Introduction to Monitoring Sessions | 93 |
| Instructor's Notes | 94 |
| Review of Achievement Steps | 97 |
| Last Monitoring Session | 98 |
| References | 99 |
| Appendix A—Geometric Shapes Exercise | 103 |
| Appendix B—Personal Achievement Skills Order Form | 104 |
| Appendix C—Lifeline | 105 |

List of Figures

| Figure | Page |
|--|------|
| 1. The Process of Growth and Behavior Change | 21 |
| 2. Poems | 22 |
| 3. Ground Rules | 27 |
| 4. How to Listen | 51 |
| 5. Feeling Word List | 54 |
| 6. Daily Details | 70 |
| 7. Example Program Development Form | 86 |
| 8. Goal Attainment Scale | 90 |
| 9. Goal Attainment Worksheet | 95 |

BF693

R629

C.S.

Notes To Instructor

Before you conduct Personal Achievement Skills Training for the Visually Handicapped . . .

Prospective PAS facilitators should complete a training program as a participant prior to conducting a PAS group. The experience will give the trainer a basic understanding and feel for each of the activities and for the program process itself. For persons who have had extensive training and/or experience in group counseling, prior exposure to the materials may not be necessary. Whether or not the trainer has experienced a PAS group as a participant, all program material should be thoroughly studied.

1 Materials and Equipment

The PAS Training Package is composed of:

1. Leader's Manual
2. PAS: Instructor's Supplement
3. PAS: An Introduction
4. Training Audio Tapes

The instructor should have a complete set of materials.

The following equipment is needed to conduct the program:

1. Tape recorder with a good speaker
2. Materials listed in the Appendices

The Leader's Manual specifies whether or not equipment is needed for each PAS activity.

2 Guidelines

Overlooking seemingly small details can seriously hinder your best efforts to present Personal Achievement Skills. Before leading a PAS group, review the following guidelines:

1. When the PAS program is initially implemented in your setting, you will need to inform and, often, sell the program to other personnel who are in charge of the participants' schedule of activities. To some extent, you will be dependent on instructors, counselors, medical personnel, and others to facilitate student attendance and participation in the program.

2. The program is designed for participants who have basic braille communication skills. It is possible, however, for the instructor to read all material and for participants to depend on memory.
3. The intelligence range of the group members should be given consideration. If there is a great variation in level of intellectual functioning, the materials, explanations, etc. may need to be provided at different levels of abstraction.

3 Notes for the PAS Group Leader

The way the PAS group is conducted (i.e., what the instructor does) has perhaps more impact on participants' gains than any other variable. To help insure participant gains, the following guidelines are presented to guide the instructor's behavior throughout the program.

1. Modeling — This is the most critical instructor variable, especially early in the program (first 4 to 6 hours) when participants cue in closely on the instructor. However, throughout the program, the instructor should demonstrate the orientation and behaviors desired in participants. The following modeling suggestions are offered:
 - A. Model each activity by going first when appropriate. (This will be noted in each unit.)
 - B. When demonstrating, be open, genuine, and sincere.
 - C. If you feel somewhat unsure of the interpersonal skills approach, attempt to label participants' feelings by responding with the format "You feel _____ because _____"
 - D. Consistently examine and, when appropriate, share your experiences related to the activities.
2. Verbal Reinforcement — The best method of increasing desired participant behavior is to reward the desired behavior when it occurs. Use "good," "fine," "that's great," etc. each time a participant makes a genuine effort at self-exploration or contributes to the group. Use "good try," "almost," etc. when the response is off target. Again, verbal reinforcement is especially important early in the program.

4 The Leader's Manual

1. The leader's manual presents step-by-step guidelines for successful PAS training. However, it is recommended that each instructor attempt to modify the manual and the program to be most suitable for his/her situation and clientele.
2. Use the extra space provided in the manual to make notes to yourself. Note examples, explanations, and exercises which are most successful for you.
3. The suggested time frames are only rough estimates based on the experience of different trainers. Keep track of how long it typically takes you to complete each activity with the group and write down your average time in the block provided.

5 Group Size

Group size should be limited to around eight participants. The more participants in your group the longer it will take you to complete many of the individual activities and the less time you will have to devote to individual needs and goals.

6 Co-trainers

Because of variations in communication skills of group members, you may need to include a co-trainer to help group members understand and respond to the exercises. Be sure to integrate the co-trainer as an ongoing member of the group.

1 Getting Acquainted

Activity:

1. Introduce yourself.
2. Ask group members to introduce themselves to the group.
3. Make the point that it is difficult to tell about yourself as a person, but it helps build the group.

Notes:

1. As instructor, you have two important functions in this activity. They are to:
 - A. Sell yourself to the group.
 - B. Model how you want participants to introduce themselves.
2. When you introduce yourself, follow these guidelines:
 - A. Be very personal.
 - B. Talk about your feelings — what makes you happy and sad.
 - C. Tell about a weakness and a strength that you have.
 - D. Avoid "statistics," i.e., age, education, work history, etc.
3. Do not make your introduction of yourself so personal that it overwhelms or threatens the participants.
4. Verbally reinforce each member's effort to introduce himself or herself.

TIME FRAME: 2 minutes per participant

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

2 Program Introduction

Activity:

1. Make the following points:
 - A. "Now that we know one another a little better, I want to introduce you to our program, Personal Achievement Skills."
 - B. You are probably asking yourself some questions at this point:
 1. What is PAS?
 2. Should I be here?
 - C. Basically, the purpose of PAS is to:
 1. Teach you the principles and skills necessary for personal growth, and
 2. Give you a situation in which to practice the skills and principles
 - D. More specifically the program objectives are:
 1. To learn more about yourself
 2. To learn what is important to you as a unique person
 3. To learn how to select and set goals
 4. To learn how to work toward and achieve goals
 5. To learn how to communicate with others better
 6. To learn how to form closer relationships with others
 - E. Facilitate questions and discussion

Notes:

1. Concern yourself with presenting the program in a stimulating but non-threatening manner.

TIME FRAME: 2 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

INSTRUCTOR NOTES:

1. Throughout the early phases of the program, be aware that many activities will be threatening to some participants. Participants may react to the threat in different ways. Some will be:
 - A. Hostile — uncooperative, overtly or covertly challenge the instructor and activities.
 - B. Dependent — look to instructor for reassurance and support.
 - C. Withdrawn — speak only when asked direct questions, appear bored or listless, may try to abandon program.

React to these expressions of fear in a helpful and understanding manner.

2. The introductory phase of the program, as a result of the amount of material that must be presented, can drag. Keep the program moving — do not get caught up in teaching or preaching.
3. Watch your interaction with the participants. Keep the greatest part of your interaction with participants positive. **Reinforce** participants for their efforts or contributions frequently. Ignore or explore inappropriate responses.
4. Communication skills and visual abilities of clients will vary from group to group. Hence, some clients may do better using large print for recording; others may have difficulty with either braille or large print responding. For clients with low braille skills, alternate means of recording responses include: a) tape recording, which has proven to be difficult to do, b) using an aide to braille or write responses for certain clients, or c) relying solely on the client's memory. You will have to use your judgment as to the best way to facilitate client responding to PAS exercises.

3

Feedback

Activity:

1. Make the following points:
 - A. I would like for each of us to make a positive statement about two people in the group.
 - B. This will serve as an example of what the program is about — practicing something that is beneficial yet difficult.
2. Model for the group; point out a positive factor concerning two group members.

Notes:

1. Insure that everyone is involved; if necessary, help reluctant members express something positive.
2. Insure that everyone has at least one positive statement made about them.

TIME FRAME: Approximately 4 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Program Assumptions

Activity:

1. Read the following program assumptions and have the participants **think** about them as you read them.
2. Inform the participants that the PAS program is based on the following ideas. Ask participants to decide whether they agree with the program assumptions.
3. Read the assumptions.
 - A. Your life has a beginning and an end; you have only a limited time to achieve your goals.
 - B. You expect certain things of yourself; you must do certain things to feel pride in yourself.
 - C. You may not be accomplishing some of the things that you want to achieve.
 - D. Through self-exploration, you can discover things that you want to change.
 - E. Others may see you differently than you see yourself; these differences can be important.
 - F. Change does not just happen. You must make things happen, and you can if you know how!
 - G. It feels good to grow!
4. Allow discussion and answer any questions.

TIME FRAME: Approximately 6 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

5 Thought Provoking Questions

Activity:

1. Read the questions and ask participants if they can answer them. Give them time to respond in braille to several of the questions.
 - A. What do you want to accomplish in your life?
 - B. How do you finally accomplish the things that you have been "putting off?"
 - C. Are you where you want to be? Are you headed where you want to be headed?
 - D. How would you rank the following in order of importance for yourself — people, money, power, and respect?
 - E. What do people like and dislike about you?
 - F. How do you change parts of your personality that you want to change?
2. Do you have any reactions to these questions? Let's discuss any that are of interest to you.
3. We would all agree that these are important questions that we should be able to answer; yet, how often do we think about what we want to do with our life.
4. After the program, you should have little difficulty answering the questions. You will begin to see some directions for your life.
5. Allow discussion; answer questions.

Notes:

TIME FRAME: Approximately 8 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

How I Feel About Being Here

Activity:

1. Have participants express how they "feel about being here."
2. Model the activity.

Notes:

1. In your presentation, be sure and state **specific feelings**.
2. Help members express **feelings**.

TIME FRAME: 7 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Program Philosophy

Activity:

1. Make the following points:
 - A. PAS has a philosophy or set of principles on which it is based.
 - B. I want to introduce you to them.
2. Present the following:
 - A. No one will tell you what your goals should be. We have a right to our opinions, but your life is your choice.
 - B. The instructor is the leader, but he will participate in the program too. Everyone can grow.
 - C. You can learn how to live more effectively. We hope you will take advantage of the opportunity, but we will not force you.
 - D. You will do some difficult things in PAS, but there will be a reason for everything. And, you will understand the reasons; there will be no secrets.
 - E. You can try out new ideas and new behaviors in the group.
3. Answer questions; facilitate comments.

TIME FRAME: 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

The Process Of Growth — Example

Activity:

1. Make the following points:
 - A. To understand the elements of growth, we first need the "big picture."
 - B. Let's talk first about the question, "How do people grow or change?"
 - C. Does a person have a problem one day and somehow magically have it disappear the next day? Not usually!
 - D. Most often, people begin to question themselves. Then, little by little, they explore or examine themselves. They look at what is going on within themselves.
 - E. After they have explored their problem, they begin to understand some things about themselves and others.
 - F. Then, they can begin to start changing their behavior.
 - G. This is the process of behavior change: Self-exploration, self-understanding, behavior change (action).
2. Illustrate process of exploration, understanding, and action by having participants:
 - A. Discover the different geometric shapes that exist (exploration).
 - B. Sort shapes into like groups — all squares together, all circles together, etc. (understanding).
 - C. Link the shapes together in each different group (e.g., all squares linked together) and then make a long link by joining each group (action).
3. Facilitate discussion.

TIME FRAME: 15 minutes

EQUIPMENT NEEDED: Geometric Shapes—See Appendix A

APPROPRIATE AS HOMEWORK: No

The Process Of Growth: A Case Study

Activity:

1. Guide participants through the following discussion:
 - A. To help us understand the process more thoroughly, we will examine one person's problem.
 - B. Listen carefully; I will ask you to figure out some things about Raymond. I will not tell you everything about Raymond and his problem. You will need to use your imagination a little.

Case

Raymond is a 17-year-old boy who is a senior in high school. He makes good grades, is a good dresser, and a nice-looking boy. His hobbies are model car building and car mechanics. Raymond has a few boyfriends, but they are not really good friends. He does not have any girlfriends and has never had a date. Raymond doesn't seem very happy and has a lot of hassles with his friends. He seems to get angry too much — especially on the topic of girls.

- C. Does Ray have a problem? Does he have something to work on and change?

Allow Discussion

- D. In summary, Raymond's main adjustment problem, getting along with girls, causes him to have a few problems with other people and himself.
 - E. Before going into how Ray solved his problem, let's examine how he "kept the problem a problem."
 - F. Let me have your ideas on what you think Ray might have done to "keep the problem a problem."
2. If needed, use the following questions to facilitate discussion:
 - A. Does Raymond say to himself, "I have a problem?"
 - B. How does he justify his behavior?
 - C. What does he say to himself?
 - D. What does he say to other people?
 - E. How does he feel toward other people? Toward his friends who question him? Toward girls? Toward his parents when they ask him why he does not date?

After you have enough input on how he keeps the problem a problem, move to the second section of self-exploration.

6. What is the first and most important step in self-exploration?
ANSWER: Admit that you have a problem and that others may be able to help you.

7. What feelings and behaviors should Raymond explore?

Facilitate Discussion

8. What should Ray understand about himself as a result of his self-exploration?

Facilitate Discussion

9. As a result of his self-exploration, Ray should understand his problem in terms of:
A. How it got started.
B. How he kept it going or growing.
C. His feeling.
D. How he needs to behave to change.
10. After exploring and understanding his problem, Raymond can start the process of **behavior change**. He will not change overnight because he still feels uncomfortable around girls and sometimes feels more like fighting or running from them than following his new program — but he knows what he wants to do and is ready to work on it.
11. Turn to Figure 1 and read points other groups have made concerning Ray's problem.
12. Raymond's problem and solution have implications for our group.
A. Like Ray, we probably behave in some ways that are not really what we want for ourselves.
B. We are probably caught up in keeping some problems "problems" (defending ourselves).
C. The first step toward growth and behavior change is admitting to ourself and selected others that we have a problem and that we want to change.
D. We need to examine problem behavior carefully and understand it so that we will have the greatest chance to change it.
E. We usually need other people to help us explore and understand.
F. Finally, we need to outline the steps we will follow to change our behavior. We call that program development, something we will emphasize later.

Note: Before presenting Raymond's problem, review the points presented in Figure 1. You may also want to use a cassette tape presentation of the case of Ray available from the Arkansas Rehabilitation Research and Training Center (See Appendix B).

TIME FRAME: 20 minutes
EQUIPMENT NEEDED: None
APPROPRIATE AS HOMEWORK: No

The Process of Growth And Behavior Change: Example

1

How Raymond Kept the Problem a Problem

1. He wouldn't admit to himself or others that he was dissatisfied because he was not dating.
2. He wouldn't discuss his problem with others in a way that would be helpful to him; he would get angry.
3. He would "turn-off" any girl who was nice to him because he had to prove his point.
4. He tried to defend his position by teasing boys who "wasted their money on girls."

3

Understanding

Raymond finally came to understand:

1. How the problem got started,
2. How it developed,
3. How he kept it going,
4. What he had to do to get straightened out.

2

Problem Exploration

1. He admitted that he wanted to date but just didn't know how to go about it.
2. He saw that he was envious of boys who dated and, because of that, he was on occasion rude to them.
3. He got some feedback on how girls saw him; girls got the message "to leave him alone."
4. He found out that there were some people who wouldn't "put him down for having a problem."
5. He found out that he felt some resentment for all girls because of what a few had done.

4

Behavior Change

Raymond started out on a step-by-step program which ended when he felt comfortable in asking for dates and dating.

10
Poems



Activity:

1. Point out that participants may be feeling a little uneasy or uncomfortable as a result of some of the group activities.
2. To help you examine your feelings, I want to read two poems. Discuss what the poems are saying and whether their message is anything like what you are feeling now.
3. Read and discuss "Man-in-box" (Figure 2).
4. Read and discuss "I'd rather be dead" (Figure 2).
5. Stress that the poems are saying at least two important things.
 - A. Even though people want to relate closely, they are frightened because they do not know how.
 - B. It is easy to give up on things when we get anxious; consequently, we just quit growing.
6. Ask group how the messages in the poems compare with what they are feeling now? Let's each discuss our present feelings.
7. Instructor should begin by discussing his/her feelings about poems, self, group, or whatever he/she feels is appropriate. Give time then for other group members to do the same.

TIME FRAME: 10 Minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Man-In-Box



Get me out of the box. Get me out of the box.
Somewhere there's a key that surely unlocks.
I'm choking to death. I gotta have air.
I wanta get out, but there's strangers out there.
Outside is the world and the world is so wide.
I wanta get out, but it's much too cold outside.
I'm too young to die with so much to give.
I wanta get out, but out there I've gotta live.
And I'm warm in the box, safe from harm in the box,
Free of grief in the box, such relief in the box.
So I hide from the world and I stay snugly curled
In my little box.

I'd Rather Be Dead



I'd rather be dead, I'd rather be dead,
Than to come to grips with relationships.
I'd rather be dead,
Than to face up to me and reality.
As long as there is something holding me back,
I can always say it's not something I lack.
Oh bury me deep or hang me up high,
But don't ask me to live when I want to die.
'Cause I'd rather, yes, I'd rather be dead.

Introduction To Group Cohesion

Activity:

1. Make the following points:
 - A. We need to be able to:
 1. speak honestly
 2. share our feelings
 3. admit that there are areas where we need to grow
 4. help each other
 5. trust each other
 6. act constructively
 - B. Honest, open communication is rare and scary, but it must come before behavior change.
 - C. It usually takes a very long time to get to know and trust people.
 - D. If you agree, we can go through a series of activities that will help us develop trust and rapport in our group.
 - E. We won't **do anything overwhelming**; we will approach it a little bit at a time.
 - F. Everyone who stays in this group must agree to go through these activities as they are essential to the success of the PAS program.
2. Make the point that, although the idea of this is a little scary, you will find it to be exciting, fun, and very thought provoking in many instances.
3. Ask participants to state if they will or will not agree to go through the exercises.

Note:

1. During this section, the instructor has two goals:
 - A. To illustrate why it is necessary to have open communication in the group if participants are to grow.
 - B. To obtain each person's agreement to go through the activities leading to open communication.
2. Present this section in a "freedom of choice" context:
 - A. The instructor must **win** each person's agreement. **Voluntary compliance is basic to the program.**
 - B. Do not force anyone to agree. If a particular member's agreement cannot be won, he/she should be released from the program.
3. If anyone chooses not to stay in the group, or is in doubt, the instructor should facilitate the member to express his/her feelings related to staying in or leaving the group. Group support/pressure may be utilized but the instructor should **first** attempt to help the member explore the reasons for his/her choice or doubts.

TIME FRAME: 3 Minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Ground Rules

Activity:

1. Make the following points:
 - A. If we are to have open communication and trust in this group, we need a set of ground rules which will support that goal.
 - B. I have eight rules which most people feel are basic. We will cover these and any others that we, as a group, feel are needed.
 - C. We will vote on each ground rule. Everyone must agree to the ground rule, or we will throw it out.
 - D. If you vote "yes" for a ground rule, you are making a contract with others. You must keep your word.
2. Read each of the following rules and have the group vote; vote yourself (See ground rules, Figure 3).
3. Provide opportunity for participants to suggest other rules for consideration. Vote on any additional rules after discussion.
4. Inform the group that new ground rules can be added at any time with group consensus.
5. Impress on the group that each person has the responsibility for enforcing the ground rules.

Note:

1. Explain the implications and meaning of each ground rule to insure that each person understands. Provide opportunity for questions.
2. Insure that each member votes by saying "aye" on each ground rule. Handle this exercise in a manner that communicates its seriousness.
3. Several ground rules are based on the work of Gendlin and Beake, 1968 (see reference list).

TIME FRAME: Approximately 10 minutes

EQUIPMENT NEEDED: None

APPROPRIATE FOR HOMEWORK: No

Ground Rules

Rule

1. WE ARE HERE TO GROW AND TO HELP OTHERS GROW.

Note: Explain that this rule implies that members will adopt the goal of personal growth and will work to grow and to help others grow.

— VOTE —

Rule

2. EVERYONE WHO IS HERE BELONGS. REGARDLESS OF WHAT HAPPENS, WE ALL BELONG IN THIS GROUP.

Note: Explain that this implies equal rights for all, and that even should a member get out of line, he/she still belongs in the group. The group situation is somewhat analogous to a family in that "once a member, always a member."

— VOTE —

Rule

3. WHAT HAPPENS IN THIS GROUP MUST NOT GO OUTSIDE OF THIS GROUP. YOU DO NOT HAVE THE RIGHT TO DISCUSS ANOTHER MEMBER OUTSIDE OF THIS GROUP (CONFIDENTIALITY).

Note: It is O. K. to talk about yourself outside the group, but you do not have the right to discuss others. This is a very important rule.

— VOTE —

Rule

4. WE WILL BE AS HONEST AS POSSIBLE ABOUT OURSELVES AND OTHERS. THERE IS A HELPFUL AND HARMFUL WAY OF BEING HONEST—WE WILL LEARN AND USE THE HELPFUL WAY.

Note: To change ourselves we must first understand "how things are now." Even if the truth isn't pretty, it must be faced if things are to change.

— VOTE —

Rule

5. OTHER PERSONS' GOALS AND VALUES ARE TRUE FOR THEM, AND THEY HAVE THE RIGHT TO MAKE THEIR OWN DECISIONS.

Note: Explain that we will not try to force anyone to act or think any way that is wrong for them. We will have the opportunity to tell others what we think, but each person must decide what is true and right for himself or herself.

— VOTE —

Rule

6. DECISIONS MADE FOR THE GROUP SHOULD BE MADE BY THE ENTIRE GROUP — EVERYONE MUST BE INVOLVED IN THE DECISION.

Note: This implies that if the group is discussing a decision, a person's silence implies concurrence. The group accepts the responsibility for attempting to involve every member in decisions affecting the group.

— VOTE —

Rule

7. ANY PERSON WHO WISHES TO QUIT THE GROUP MUST GIVE THE GROUP TWENTY MINUTES PRIOR TO QUITTING.

Note: Explain that everyone at times has the urge to act impulsively, but we do not want anyone to quit on an impulse. The twenty minutes of explaining reasons for quitting before leaving the group is insurance against spur-of-the-moment decisions affecting the group.

— VOTE —

Rule

8. IF A PERSON IS TARDY OR ABSENT IT RETARDS THE PROGRESS OF THE ENTIRE GROUP — EACH MEMBER SHOULD MAKE AN EFFORT TO ATTEND EVERY MEETING AND ARRIVE ON TIME.

Note: Influence members to encourage each other to be on time and not miss sessions unnecessarily.

— VOTE —

Self Exploration: Demonstration

Activity:

1. Instructor must model self-exploration.
 - A. Discuss a personal problem. Attempt to cover the following points:
 1. How do I see myself behaving? What am I dissatisfied with?
 2. Why am I this way?
 3. How does my behavior affect other people?
 4. How do I feel toward myself for being this way?
 5. How do I want to behave?
 - B. Ask group to give you "feedback" in terms of:
 1. How they honestly see the problem.
 2. How they honestly feel toward you and your problem.
 3. Whatever else you think should be covered. **NOTE:** If the group cannot give "feedback," you should provide examples of how group members might have responded to you had they known you better.
 - C. Summarize what happened. Make following points:
 1. This is self-exploration.
 2. Give an example of each relevant aspect:
 - a. Your honest thinking
 - b. Your honest feeling
 - c. Others' honest thinking
 - d. Others' honest feeling
 - D. Give your reaction to this experience.
 1. I felt . . .
 2. I learned . . .
 3. I wonder . . .
2. Allow discussion and questions.

Note:

1. When modeling, keep the following in mind:
 - A. Choose a problem which has some significance for you (a personal problem).
 - B. "Risk" sharing personal information — participants cannot be expected to risk if the instructor will not.
 - C. The report should be very human — avoid a "canned" report.
2. The self-exploration activity should set a "personal" tone for subsequent activities by showing participants that the instructor is willing to get personally involved in the growth aspect of the program.

TIME FRAME: Approximately 12 minutes

EQUIPMENT NEEDED: None

APPROPRIATE FOR HOMEWORK: No

Who Am I: Question

Activity:

1. Make the following points:
 - A. I want you to experience a state of relaxation.
 - B. To help you relax, we have some suggestions.
 - C. Listen closely to the PAS tape (See Appendix B).
 - D. At the end, you will be asked to think about something.
2. Have participants get as comfortable as possible. Spend a few minutes helping participants get comfortable.
3. Play "Who Are You?" tape.
4. After the end of the tape allow the group to relax for 2 to 3 minutes and then reconvene the group.
5. Go immediately to the next exercise.

Note:

1. Participants should be lying flat on their backs for this exercise. Should some participants not wish to lie down, have them get as comfortable as possible in their chairs.
2. The group must be in control and quiet for this activity. Squelch any horseplay. You may use Ground Rule 1 to quiet members who have trouble "getting into" this activity.

TIME FRAME: Approximately 10 minutes

EQUIPMENT NEEDED: Tape recorder and audio tape "Who Are You?"

APPROPRIATE FOR HOMEWORK: No

Who Am I: Answer

Activity:

1. Tell group "who you are."
2. Allow group to ask you questions.
3. Have other group members report who they are.
4. Emphasize that they should:
 - A. Be as open as possible.
 - B. Forget age, statistics, etc.
 - C. Tell what makes them a unique person.
5. Summarize the value of this activity to the group (i.e., communicating openly one time makes it easier to be open the next time — we probably feel more comfortable with each other now than we did prior to this activity).

Note:

1. The instructor must be as open as possible when modeling. Avoid giving "statistics." Focus on what makes you unique as a person, why it would be hard for someone else to be you, etc.
2. It is sometimes helpful to have the group vote on whether or not they feel they "know" the person after his/her report. If the majority say they do not "know" him/her, ask the person to say just a few more things about himself/herself.

TIME FRAME: Approximately 3 minutes per participant

EQUIPMENT NEEDED: None

APPROPRIATE FOR HOMEWORK: No

Instructor's Notes

The previous exercise could be considered an introduction to systematic relaxation training. Research suggests that many persons whose performance is impaired due to anxiety can benefit greatly from relaxation training.

As a component of personal adjustment training, you may want to consider providing relaxation training in addition to PAS for those clients who would benefit by learning a system for coping with anxiety.

One of the better references in the area of relaxation training is:

Benson, H. **The Relaxation Response.**

New York: Avon Press, 1975.

Motivation For Involvement

Activity

1. Present the following points:
 - A. I would now like for you to look at your behavior in our group. You have been told (which you must take on faith at this point) that this program will provide you with tools that will help you live your life more happily and effectively. But, PAS, like most things, will provide you with no more than you are willing to put into it. Some of the things we have done are probably a little strange and frightening for you, and it would just be easier to "give up." But, I want you to work at this program so you can get a lot out of it. By your contribution, you will not only grow, but you will help other group members grow also.

I would like for each of us to discuss how we feel about really getting involved in this group.

2. Instructor models.
3. Have participants discuss their feelings about getting involved on a voluntary basis.

Note:

1. Remember, the quality of your modeling will significantly influence the group's participation in the task.

TIME FRAME: Approximately 12 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Identification Of Good Communication Traits

Activity:

1. Point out that one of the group's objectives is to identify some of the desirable traits in people we consider to be good communicators.
2. Request group to identify the traits or characteristics of those with whom they choose to discuss their problems, share their hurts or joys with, etc. Facilitate group discussion.
3. Summarize the group consensus.

Note:

1. Attempt to rephrase input to make it consistent with communication lessons.
2. Reinforce all efforts at input.

TIME FRAME: Approximately 10 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Communication Lessons: Introduction

Activity:

1. Introduce the Communication Lessons by making the following points:
 - A. There are identifiable things that we do or do not do that affect how well we communicate with people.
 - B. We will review some of the behaviors which have been found to be related to the quality of communication.
 - C. Improving your communication skills can be very important to you. It will allow you to:
 1. Form relationships
 2. Develop close relationships
 3. Avoid and/or solve conflicts or fights
 4. Help people
 5. Be a better conversationalist

Note: The instructor should make whatever points he/she can to create a desire in the group to learn and master the skills.

- D. Point out that learning the lessons is only the first step. Practice is needed to really master the skills.

Note:

1. It is important that you create a desire in the participants to learn the communication skills. Focus on introducing the lessons in a way that will have personal significance for the group.

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Do's And Don'ts Of Communication

Activity:

1. Present the following communication summary.
 - A. If you want to:
 1. Help people grow.
 2. Have closer friends.
 3. Be a better friend.
 - Don't**
 - a. Demean or degrade.
 - b. Advise.
 - c. Change the topic or topic person.
 - Do**
 - a. Let them know you want to help—**attend**.
 - b. **Listen** to what they are saying.
 - c. **Respond** to what they are feeling and saying.
2. Facilitate discussion.
3. Emphasize that learning how to be a good communicator sounds easy but really is quite difficult. But, the communication lessons will provide many helpful suggestions.

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Communication Lesson: Hating

Activity:

1. This is a "what not to do lesson."
2. Make the following points:
 - A. Hating responses occur when you communicate to another person that:
 1. He/she should be punished for what he/she said, thought, or did, or
You feel he/she is less valuable as a person for something he/she said, thought, or did.
 - B. The key is that you express a negative feeling toward the other person for what he/she has said or done.
 - C. Examples of "Hating" responses are:
 1. You can't do that! What's the matter with you anyway!
(Said angrily)
 2. That's just plain dumb. (Said irritably)
 3. **You** know better than that. (Said resentfully)
 - D. We usually give these types of responses when we want to change someone (i.e., stop them from doing something, etc.).
 - E. Hating responses have exactly the opposite effect in most cases. The common results of hating responses are as follows:
 1. The person gets mad.
 2. The person gets defensive.
 3. The person stops any self-exploration.
 4. The person justifies the way he/she is.
 5. The friendship or relationship gets worse.
3. Allow discussion, answer any questions.

Note:

1. The major point of this lesson is very simple, but tremendously important. When we respond to people in an angry/condemnatory manner, it serves to keep them exactly as they are and to erode relationships. This has strong implications for all our significant relationships including the ones that will develop within our PAS group.

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

ILAC (Pronounced I-Lack)***Activity:**

1. Hand out complete signs to each participant.
2. Instruct participants that the story of ILAC will be played to help understand hating responses.
3. Play ILAC tape.
4. Give participants the sign with the corner missing.
5. Facilitate discussion regarding the following points:
 - A. How does it affect you when you receive a hating response?
 - B. What are you really trying to do when you give someone a hating response?
 - C. What does it accomplish?
 - D. Who should be punished?
 - E. We all make mistakes; who should decide who should be punished?
6. We need to be open and feel free to self-explore in this group; therefore we need to watch this error. Each time you see someone make a "Hating" response, tear off a piece of your ILAC sign. Your signal will help us become aware of hating responses and help us to correct a communication error.

*Based on the story of IALAC, developed by Sidney B. Simon, University of Massachusetts, Amherst, Massachusetts.

Note:

1. The "ILAC" story is based on the observation that we feel loveable and worthy until people of significance in our lives treat us in destructive ways that make us feel less loveable and less worthy. All of us make mistakes, and all of us have some things that we need to change about ourselves. Receiving hating responses in relation to our problems and mistakes is not only painful but also denies us the opportunity to change. Since hating responses threaten us, we feel we must justify ourselves and our actions.

TIME FRAME: Approximately 30 minutes

EQUIPMENT NEEDED: Tape recorder, audio tape "ILAC." Also prepare sheets of paper with the word "ILAC" in large braille. There should be two sets; one with the sign on a complete piece of paper and one with the sign on a piece of paper with the corner of the page removed.

APPROPRIATE AS HOMEWORK: No

What Would It Be Like?

Activity:

1. Instruct the participants to form triads and decide what the world would be like if no one gave any hating responses.
2. Ask members of the small groups to report some of their conclusions to the total group.

Note:

Allow five (5) minutes or so. Stop the group discussions before participants become disinterested.

Note:

1. Each member of the Triads should contribute something to the group report. After each report, facilitate the group to clap, say "yeah," etc. This can usually be accomplished by saying, "Let's give them a hand" and clapping yourself. If it's a good report say, "Excellent," if not, say it was a "good try."

TIME FRAME: Approximately 15 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Communication Lesson: Advising

Activity:

1. This Communication Lesson is called "Advising."
2. Make the following points:
 - A. It is very common to inappropriately **tell** people what to do.
 - B. Like simply telling Ray to "get a date."
 - C. Advice is appropriate sometimes.
 1. Ask group when advice is appropriate.
 2. Facilitate discussion.
 Answer — Advice is appropriate when the problem is not a "personal" problem, but a rational one (i.e., one requiring information or instructions, etc.).
 - D. How can you tell if a problem is a personal problem or not?
 1. Ask group this question.
 2. Facilitate discussion.
 Answer — The key is the other person's feelings. If one is emotionally involved, it is probably a personal problem.
 - E. When in doubt, don't advise.
3. Listen to the following problems and tell me if you should advise or not.
 - A. I've decided to enroll in your school, how do I go about it?
 (Rational problem) Facilitate discussion.
 - B. My bread always falls—what do you think I am doing wrong?
 (Rational problem) Facilitate discussion.
 - C. Boy, my instructor did it again. She purposely tries to embarrass me in front of the class. If she does it again, I am going to bash her teeth down her throat! (Emotional problem)
 Facilitate discussion.
 - D. I really do want to take someone to the dance, but I just can't ask anyone. I wouldn't even be able to talk — I would freeze-up. (Emotional problem) Facilitate discussion.

4. Here are some things you might hear people say to you. Following each one I would like for a volunteer to advise that person, and then we will discuss the consequences of that advice.
 - A. (To be said fearfully) Gosh, I've got to give a speech in class tomorrow and I am scared to death. I know I'll really make a fool of myself. I'd give anything if I didn't have to do it.
 1. Let someone respond with advice.
 2. Discuss the consequences of the advice.
 - B. (To be said sadly) You know the new girl here. Well, she sat down by me in the coffee shop last night. I really wanted to ask her for a date, but I didn't. I started to and backed out. I really believe she wanted me to and kept waiting for me to ask her. I missed my best chance ever. I don't know what's the matter with me.
 1. Let someone respond with advice.
 2. Discuss the consequences of the advice.
 3. Ask if the advice was "new information" for the person being advised.
5. Looking back at our change model: (Exploration — Understanding — Action) how does advice affect the model?

Note: Facilitate discussion.
Answer — It stops self-exploration. When someone shares a problem with you and you give them **the** answer, the discussion is over.
6. Make the following points in the summary:
 - A. Most advice is already known by the advisee.
 - B. It is hard to keep from advising.
 - C. It does not help very often.
7. From here on out in the group if you see someone inappropriately advising you or someone else, point it out to the group. This will help us to become more aware of this communication error and will help us to overcome it.

Note:

1. By the time this section is completed, participants should believe that most advice relative to a personal problem is absolutely worthless. Emphasize this point.

TIME FRAME: Approximately 20 minutes
EQUIPMENT NEEDED: None
APPROPRIATE AS HOMEWORK: No

Communication Lesson: Changing

Activity:

1. Make the following points:
 - A. Changing, also concerned with "what not to do," is a very common mistake that is made by people who are trying to help someone be happier or to grow.
 - B. The "changing" mistake is made in one of three ways. They are:
 1. Changing the subject,
 2. Changing the subject person, or
 3. Talking about some insignificant detail.
 - C. Examples:

(Said very sadly) "I flunked the test and I guess they will throw me out. I tried my best. I just can't do anything right."

 1. Changing topic:
 - a. How are things going otherwise?
 - b. But you are a good basketball player.
 - c. Tests don't mean anything.
 2. Changing the topic person:
 - a. Which instructor flunked you?
 - b. I know a guy who had the same problem.
 - c. I'll tell you what I would do.
 1. If someone is discussing his/her feelings with you, he/she is always the topic person.
 3. Attending to some insignificant detail:
 - a. What kind of grades did you get in high school?
 - b. Did you make an "F" or what?
 - D. The point here is that it is easy to get someone "off the point." People who are "changers" are not helpful people to discuss your problems with and also are not very good conversationalists. They deal with other people's social selves.
 - E. Changing is "O.K." sometimes: coffee shop talk, etc.
 - F. In this group when we are trying to explore our behaviors, we, of course, want to avoid the "changing" response.

2. Allow discussion, answer any questions.
3. Now let's move to some things we can do to be good communicators.

Note:

1. The participants should get the point from this exercise that they should always respond to the person speaking as the topic person. It may be helpful to remind participants to begin their responses with the word "you."

TIME FRAME: Approximately 10 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Communication Lesson: Attending

Activity:

1. Make the following points:
 - A. Your first task in communicating is to show the other person that you are interested.
 - B. We do this by **attending**.
 - C. Here are the guidelines for attending:
 1. face the person
 2. sit close to him/her
 3. look toward his/her face
 4. lean toward him/her
 5. don't be doing anything else
 6. suspend your judgements
 7. practice waiting before you respond
2. Demonstrate attending, and verbally report what you are doing.
3. Have participants practice attending behavior.
4. Discuss your feelings and thoughts when someone:
 - A. Really listens to you.
 - B. Ignores you.

TIME FRAME: Approximately 7 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No.

Communication Lesson: Listening

Activity:

1. Make the following points:
 - A. First you let the other person know you are listening.
 - B. Then you listen.
 - C. Listening isn't easy.
 - D. You must know what to listen for.
 - E. When you listen, listen for:
 1. **His or her feeling** — What is he /she feeling → happiness, anger, sadness, or fear?
 2. **What he/she is saying** — What are the facts; what is he/she trying to say?
 3. **What he/she is not saying** — Is there something obvious that he/she is leaving out?
 4. **What he/she is meaning** — Is there something he/she is meaning to say even though it is not there in words?
2. In communications, there is really an art of opening up or shutting down. Let me give you some ideas about how to help people express themselves (review art of opening up). Here are some ideas about what to avoid (art of shutting down) (see Figure 4).

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

How To Listen

THE ART OF OPENING UP*



THE ART OF OPENING UP*

Face the person.
Move toward the person.
Lean toward the person.
Initially suspend your judgment.
Practice waiting before you respond.
Have a reason for listening.
Reflect on the content of what you are hearing.



THE ART OF SHUTTING DOWN

Don't face the person.
Move away from the person.
Lean back and turn away from the person.
Make judgments about the person and what he/she is saying.
Jump in and say whatever you think.
Don't listen with anything in mind.
Don't think much about what you are hearing.

*Adapted from Carkhuff, R. **The art of helping**. Amherst, Mass.: Human Resource Development Press, 1972.

Communication Lesson: Responding

Activity:

1. Make the following points:
 - A. After the basics of attending and listening you must respond (i.e., say something).
 - B. The most important thing is to mention his/her feelings when you respond.
 - C. Try to tell him/her what you think he/she is **trying** to say or what he/she really **means**.
 - D. Point out things that don't make sense, that are confused or left out.
2. Since these things sound simple but are hard to do, we will practice responding.
3. Allow discussion; answer questions.

Note:

1. Insure that participants understand what they will practice.
2. Elaborate and give examples as necessary to make the points.

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Communication Lesson: Responding To Feeling I

Activity:

1. Instruct the group to listen to the communication excerpts on tape and write down what they think the person is feeling for each segment.
2. Play first 10 segments and have participants respond on paper.
3. Discuss each item.

Note:

1. During this exercise it will be necessary to teach the participants to discriminate between a feeling or affective experience and an intellectual process. For example, "I felt stupid" is not an affective description of an experience. If you can visualize how it **feels** to be whatever the label is, it is probably an acceptable affective description; if not, it is probably an intellectual process. Remember to push words like upset, frustrated, confused, etc. into a more specific feeling word.

TIME FRAME: Approximately 25 minutes

EQUIPMENT NEEDED: Tape recorder, feeling stimuli tape, items

#1 – #10

APPROPRIATE AS HOMEWORK: No

“Feeling” Word List: Introduction

Activity:

1. Our objective is to learn some new feeling words.
2. Make the following points:
 - A. We need to develop our affective (feeling) vocabulary if we are going to respond to feelings.
 - B. The feeling word list may help us to learn and use some different words (see Figure 5).
3. Verbally present the feeling word list emphasizing the four categories (elation, depression, anger, and fear), and three intensities (mild, moderate, intense), and the feeling word vocabulary.
4. Have participants discuss other feeling words they use. Try to place the feeling words by category and intensity.
5. Review the reason for building up our affective vocabularies (we will become better able to respond to the feelings we hear).

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Communication Lesson: Responding To Feeling II

Activity:

1. Instruct participants to:
 - A. Listen to excerpt (play excerpts 11-20).
 - B. Braille responses to each excerpt.
 - C. Discuss the feeling category and intensity you hear.
 - D. Identify some feeling words that best describe how the person feels.
2. Discuss each item in terms of the correct feeling category and the appropriate intensity level.
3. Reiterate that having someone respond to your feelings is uncommon and that it is something we all appreciate. It feels good to have someone respond to your feelings.
4. Influence participants to practice responding to feelings when they talk with people. Have participants note how such responding affects their interpersonal relationships.

TIME FRAME: Approximately 15 minutes

EQUIPMENT NEEDED: Tape recorder, feeling stimuli tape, items

#11 - #20

APPROPRIATE AS HOMEWORK: No

Caring: Practice

Activity:

1. Instruct participants that a "Caring" response is the opposite of a "Hating," "Changing," or "Advising" response.
2. A "Caring" response basically communicates to another person that you respect and want the best for him/her, even though he/she makes mistakes and you do not agree with some of the things he/she does.
3. We will now practice. Instruct participants to listen to the taped segments and be prepared to give a response.

Note: Play excerpts 21-30

4. Request the person to tell the group what he/she would say.
Note: Attempt to have volunteers respond. If there are no volunteers, call on someone.
5. Discuss each response. Ask these questions for each response:
 - A. What would be the probable result of a "hating response," and
 - B. What would be the probable result of a "caring response"?
 - C. Were the elements of good communication — attending, listening, and responding — used?

Note:

1. Reinforce each effort at responding.
2. You might also ask participants to role play some situations where one student discusses his or her feelings about a situation and the other student responds in a caring way.

TIME FRAME: Approximately 20 minutes

EQUIPMENT NEEDED: Tape recorder, taped Caring Stimuli, items #21 - #30

APPROPRIATE AS HOMEWORK: No

32
Communication Summary

Activity:

1. Summarize as follows:
 - A. If you want to:
 1. Help people grow.
 2. Have closer friends.
 3. Be a better friend.
 - Don't**
 - a. Demean or degrade.
 - b. Advise
 - c. Change the topic or topic person.
 - Do**
 - a. Let them know you want to help—attend.
 - b. Listen and respond to feeling.
 - c. Listen and respond to what they're saying.
2. Allow discussion.
3. We are ready to do some more self-exploration exercises.
Remember to use your communication lessons.

How People See Me

Activity:

1. Here is an exercise entitled "How people see me."
2. The first part of it asks you to describe how you think people see you. Braille five to ten words telling how you think others see you.
3. Ask each participant to read his "How People See Me" form to the group.
Note: Do this on a volunteer basis. If no one volunteers, the instructor should go first.
4. Instruct the group to listen carefully and tell the person how accurate his perceptions are.
Note: Have participants look at the person as they give feedback.
5. Allow participants to ask questions relative to how people see them.
6. Now braille five or ten words describing how you would like to be seen.
7. Ask participants if, as a result of the exercise, they see any potential areas for change in their lives.

Note:

1. It will be difficult to remember all ten descriptions for each person as they are discussed. Have the person read his list again if necessary during the discussion. Facilitate discussion — don't hurry this activity. It may be helpful in many instances for you to "clarify" some of the feedback.

TIME FRAME: Approximately 25 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

34 Goal Thinking

Activity:

1. Think about some of your behavior that you might wish to change even though we are not ready to select a goal. The exercise is merely to get you started thinking.
2. It will be more beneficial for you to select a behavior that can be seen in the group. The key is whether or not the other group members will be able to **observe** the change in your behavior during the process of this group.
3. After you have thought for a minute or two, braille your present ideas for goals. You will not be called upon to report or share this goal statement. Save your list for use later on in the group.

Note:

1. It is extremely important that the participants eventually select a personality type goal. Make it very clear that this is the type of goal they should select.

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

INSTRUCTOR'S NOTE

1. For some participants, the epitaph and life line exercises may elicit strong emotions. Be sensitive to group members during these exercises and facilitate expression of any strong feeling. Your communication should reflect the following attitudes:
 - A. It's O.K. to have strong feelings and to talk about them.
 - B. It's O.K. to cry, and
 - C. I hope you will express and share your sorrow.

35

Lifeline*

Activity:

1. Here is an exercise called the lifeline (give each participant a rod with 20 beads on it).
2. Each bead on the rod represents five years. I would like for you to move several beads to the left side of the rod. Move as many beads as it takes to represent your present age. For example, if you are 20, move four beads to the left. Round your actual age off to the nearest five years. For example, if you are 22, move four beads. If you are 23 or 24, move five beads.
3. Now, estimate how much longer you think you will live. If you are 30 now and think you will live to 60, count off six beads. Move the remaining beads on the rod to the right side.
4. You will have several beads on the left that show how old you are now. You have several beads in the middle that show how many years you think remain in your lifetime. Point out to the participants that the important thing to realize is that the beads in the middle represent the amount of time they have left to accomplish their goals.
5. Now, think of some things you have already accomplished that make you feel proud. Have participants list (braille) these accomplishments.
6. List some things you want to accomplish — some goals you have not yet achieved.
7. Discuss things accomplished and planned in small groups. Bring back to the total group.
8. Emphasize to participants that they have only so much time left to accomplish their goals. THERE IS NO BETTER TIME THAN NOW TO START WORKING.

*This activity was adapted in part from a value clarification exercise entitled "Life Line" by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum in **Values Clarification**. Hart Publishing Co., Inc., New York, New York, 1972.

TIME FRAME: Approximately 15 minutes

EQUIPMENT NEEDED: Beads and wire rods—See Appendix C.

APPROPRIATE AS HOMEWORK: No

36 Epitaph*

Activity:

1. Have participants discuss what they would like to see written on their tombstone.
2. If some feel they cannot respond because they reject the tombstone concept, ask them to report a motto for their lives.
3. Have participants discuss the epitaph exercise.

*This activity was adapted in part from an exercise entitled "Epitaph" by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum in **Values Clarification**, Hart Publishing Co., Inc., New York, New York, 1972.

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

37 Goal Thinking II

Activity:

1. The self-exploration exercises may have influenced your goal thinking. They may have caused you to think of more goals.
2. For your own benefit, record (braille) some comments concerning your present thinking about goal selection.
3. We will come back to these ideas again.

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: This activity may be completed as homework.

Time Expenditure Analysis*

Activity:

1. Think of an average 24 hour day.
2. Listen as I read a list of common ways in which we all spend our time.
3. As I read them braille them along with the amount of time you estimate you spend on each activity in an average day.
4. Read the whole list quickly and then one at a time slowly so that the group can respond.

| | |
|--------------------------|--------------------|
| Sleeping | T.V./radio |
| Eating | Games |
| Grooming | Exercising |
| On the job/other working | Reading |
| At school/in classes | Thinking |
| Other learning | Other Things: List |
| Socializing with family | |
| Socializing with friends | |
| Alone | |
5. Have participants express their reactions to how they spend their time.
6. Facilitate discussion.

TIME FRAME: Approximately 15 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

39
Ideal Box Of Time*

Activity:

1. How would you ideally like to spend your time?
2. Review your previous list and make an "ideal" list.
3. Allow discussion.
4. Ask if the differences suggest any goals.

*This activity is adapted in part from a value clarification activity entitled "Pie of Life" by Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum in **Values Clarification**, Hart Publishing Co., Inc., New York, New York, 1972.

TIME FRAME: Approximately 15 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: The activity list may be completed at home.

Group Goal Selection Input

Activity:

1. Present the following information to the group:
 - A. We are close to selecting a goal to develop.
 - B. Before selecting a goal, it will be helpful to each of us to have group input.
 - C. We will discuss other members of the group as if they were not here. Discuss them in terms of:
 1. How you see them behaving.
 2. What they do that is most harmful to themselves.
 3. What you think would be most helpful for them to work on.
2. Ask for volunteers to turn their backs to the group and be discussed as if they were not there.

Note: Instructor goes first if no one volunteers.
3. Provide opportunity for each person to ask questions after receiving input.

Note:

1. Because this activity has the potential to be threatening to some group members, it should be done on a volunteer basis. Do not require any participant to be discussed who does not volunteer.
2. Although problems or problem behaviors must be identified, facilitate positive inputs and minimize inputs that could be considered negative. It is more desirable to focus on undeveloped potentials or strengths than to focus on a person's weaknesses. In most cases, this can be accomplished by modeling inputs.

TIME FRAME: Approximately 4 minutes per participant

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

41 Types Of Goals

Activity:

1. Here are three types of goals.
2. Review and explain the three different types of goals.
 - A. **Daily Detail Goals:** Daily detail goals are the simplest type of goal. Since they refer to those details of life that we have trouble getting around to, a detail goal is something you can do with little difficulty once you have decided to do it. Examples of daily detail goals are as follows:
 1. To polish my shoes
 2. To study for my classes
 3. To clean up my room
 - B. **Achievement Goals:** Achievement goals include things that require some time, organizing, scheduling, etc., if they are to be accomplished. They cannot be achieved at one sitting and may often take from days to years to achieve. Examples of achievement goals are as follows:
 1. To get enough money to buy a house
 2. To learn to be an auto mechanic
 3. To graduate from vocational training school
 - C. **Personality Goals:** Personality goals refer to things difficult for us to do because of the "way we are" or because of our personalities. For some people, it is very difficult to speak in a group; they are too shy. Speaking in groups makes them very nervous or fearful. Other people have trouble saying kind things to other people; it feels unnatural and makes them uncomfortable. The key to knowing whether a goal is a personality goal or an achievement goal is whether or not your feelings are involved. If it is the kind of thing you would really have trouble doing or could not do at all even if you had the time and opportunity, it is probably a personality goal. Examples of personality goals are as follows:
 1. To speak up for myself more often
 2. To be able to ask girls for dates
 3. To have more self-confidence
 4. To be more patient

3. Discuss the different goals. Emphasize that Personal Achievement Skills is designed to help people identify and achieve personality goals.
4. Before going any further, let's practice identifying different types of goals.
5. Divide into groups of two and review your last list of goals. Decide whether each of your goals is a daily detail, achievement, or personality goal.
6. Now let's get some practice on goal setting using daily detail goals.

TIME FRAME: Approximately 15 minutes
EQUIPMENT NEEDED: None
APPROPRIATE AS HOMEWORK: No

42 Daily Details

Activity:

1. We are going to select some daily detail goals.
2. First, we need to prepare ourselves to deal more effectively with daily detail goals.
3. The details of life can cause us much misery and frustration because we often let them pile up until they control us as opposed to our controlling them. The secret to getting on top of the details is "planning." Planning is not difficult; it can be done very simply. All you need to do is to write down each day what you will accomplish that day or the next. Some people prefer to plan their day in the morning, some the day or night before. Guidelines for using this type of planning are as follows:
 - A. Do not list something unless you seriously plan to do it.
 - B. Do not list anything that you would surely do even if it were not on the form.
 - C. Do not list too many things at first. Start out with just a few daily goals and then increase them each day until you see about how much you can do and still be successful.
 - D. Reward yourself for your achievement. Make a deal with yourself to do, eat, listen to, etc., something you like if you do your daily details.
 - E. You may either set up one reward for each detail completed or one reward for getting them all done.
 - F. Use only rewards that are realistic, i.e., ones that are available to you — ones that you would probably get anyway if you allowed yourself to take them.
 - G. If you do not achieve the goal, do not take the reward.
4. Discuss the daily detail goals and the rewards presented in the example (Figure 6).
5. Now, pick some daily detail goals that you want to accomplish.
6. What will be your reward for achieving each goal? Record a reward for each goal.
7. Share your list with the group.

8. You can get started working on your daily detail goals right away.
9. While you are working on your daily detail goals, we will be working toward identifying and clarifying an important personality change goal in exercises like value sharing.

TIME FRAME: Approximately 15 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Daily Details: Example

Objective:

1. To learn how to use the daily detail form by reviewing a completed one.

Today I promise myself I will take care of the following details. I will also take, if I wish, the designated reward for each completed detail. I will not take the reward if I do not take care of the detail.

Note: You may either have a reward for each detail or one reward for completing all details.

I WILL

1. Clean out my closet.
2. Talk to my teacher about making up the test I missed.
3. Drop the radio off at the shop for repair.
4. Make dental appointment.
- 5.
- 6.

REWARD

1. Watch 1 hour of TV.
2. Take a morning coffee break.
3. Have a special dish for dinner.
4. Take a walk during the lunch hour.
- 5.
- 6.

Value Sharing

Activity:

1. How would you rank different needs in order of importance, e.g., money, knowledge, friends? Are there needs that you hold to be very important that are not being met? Are you moving toward achieving what's important to you? Look at the needs listed below. As you review them, think of which ones are most important to you. Think of which needs are being met and which ones are not.
2. Read the nine social needs to participants.*
3. The nine needs are also presented in braille on small cards.
4. The needs are:
 - POWER — Your ability to be in command of things — yourself and the activities around you. To be a leader rather than a follower.
 - RESPECT — To be proud of yourself and to have the admiration of significant others.
 - KNOWLEDGE — To be well informed in selected areas of your choosing. To know a lot about certain things.
 - WEALTH — To have the goods and services that money can buy or money itself.
 - SKILL — The ability to **do** certain types of things very well.
 - WELL-BEING — To be able to feel content and comfortable within yourself. This is the opposite of feeling up-tight, nervous, unhappy, threatened, or insecure.
 - AFFECTION — To be able to love, befriend, and/or really care for other people and to feel loved and cared for by others.
 - SELF-DIRECTION — To decide for yourself what is right and wrong and behave according to your decisions.
 - JOY — To be able to experience pleasure and happiness. To be open to and attend to the persons, things, and events in your life which are potential sources of pleasure. To be able to experience and express positive feelings in a spontaneous manner.

5. Are your needs being met? Which ones are and which ones are not?
6. These are important questions, and I want you to think about them.
7. Rank the need areas in terms of their importance to you. We will probably all have different rankings.
8. Now, think about your goals. How do they fit with your need priorities? Do you see a goal that responds to a high priority need for you right now? Do you have a goal that responds to a number of needs in your life right now? Discuss your need ranking and these goal questions with another group member. Bring the discussion back to the total group focusing on goal selection — what do you want and need to do?

*Adapted from Rucker, Arnsperger, and Brodbeck, 1969.

TIME FRAME: Approximately 10 minutes
EQUIPMENT NEEDED: Brailled Value Cards
APPROPRIATE AS HOMEWORK: No.

Goal Selection

Activity:

1. Based on all the exercises and discussions, we are now ready to select a tentative goal.
2. Remember to select a personality change goal.
3. Review all of your tentative goals and select one that you want to achieve.
4. Record your tentative goal.
5. Encourage participants to work with others and to get feedback about potential goals.
6. Share your goal with the group. Encourage feedback to participants regarding their goals.

Note:

1. The instructor should circulate among the participants and provide assistance during this activity.
2. It is important, at this time, that each group member select a personally significant goal on which the group can perceive growth.

TIME FRAME: Approximately 10 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: Participants may work on goal selection, but goals should be checked by the instructor and reported in the group.

45
Fantasy Exercise

Activity:

1. Take a few minutes and think of how you would act in some situation if you more than fully achieved your goal — if you had real success in your goal area.
2. Give participants a few minutes.
3. We will now report our fantasies.

TIME FRAME: Approximately 2 minutes per participant

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

DEFINING THE GOAL TRAINING

Activity:

1. Review and elaborate on the goal defining rules. They are:
 Rule 1 — Define the goal in behavioral terms — things you can see.
 Rule 2 — Define the situation in which you will behave — where you will do these things.
 Rule 3 — Define the frequency or how often you will do it.
 Rule 4 — State a time limit for achieving your goal.
2. Have participants restate the following goals in accordance with the goal defining rules:

Goal A. "To be a better person"

1. Have the group state the goal behaviorally
2. Define the situation
3. Define the frequency
4. Set a time limit

Goal B. "To be less critical"

1. Have the group state the goal behaviorally.
2. Define the situation.
3. Define the frequency.
4. Set a time limit.

Goal C. "To get a date"

1. Have the group state the goal behaviorally.
2. Define the situation.
3. Define the frequency.
4. Set a time limit.

Goal D. "To get along with my father better"

1. Have the group state the goal behaviorally.
2. Define the situation.
3. Define the frequency.
4. Set a time limit.

3. Each person should now state his own goal in accordance with the three rules. Braille responses.
4. Each person should now report his defined goal to the group.
5. The group should critique all goal statements and, if necessary, help further define them.

Note: See the Instructor's Supplement for additional information on goal definition.

47
Goal Checklist

Activity:

1. Here is a list of questions for us to answer. Any time you feel you should answer the question with a "no," raise your hand and we will discuss it.
2. Read the list of questions (stopping to discuss any "no's"):
 - A. Will achieving your goal solve a real problem for you?
 - B. Will solving your goal lead to greater personal enhancement without hurting others?
 - C. If you think it may hurt others if you achieve your goal, can you still justify your goal as something you must do?
 - D. Are you ready to accomplish your goal?
 - E. Do you have any second thoughts?
 - F. Do you really have a goal?
 - G. If you did not do anything differently than you are doing now or if you just let natural events occur, could you achieve your goal?
3. Let's grow!

TIME FRAME: Approximately 5 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: The form may be completed as homework.

Group Feedback

Activity:

1. I would now like for us to tell at least two people something we like or respect about them; no more, no less, no questions, no answers.

Note:

TIME FRAME: Approximately 1 minute per participant
EQUIPMENT NEEDED: None
APPROPRIATE AS HOMEWORK: No.

Exploring The Problem's History

Activity:

1. As we saw with Ray, the best way to start the process of behavior change is by exploring our thoughts. One way to explore problems efficiently is to discuss your goal's history with another group member. The listener should help the other person explore each of the items.
2. Remember your communication lessons.
3. Discuss the following questions:
 - A. How have other people contributed to creating or continuing this problem?
 - B. How have you yourself contributed to creating or continuing this problem?
 - C. What are other important environmental or situational factors which have contributed to your problem?
 - D. Why haven't you solved this problem prior to this time?
4. After you have discussed each item, record in braille a brief response to each question.
5. Be sure that each group member gets to be a listener and a presenter for each item of the goal history format.

Note: The instructor should circulate and facilitate discussion during this activity.

TIME FRAME: Approximately 20 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: Participants may be requested to think about these questions as homework but should not fill out the form without exploring each item with another person.

Factors Exercise

Activity:

1. The factors activity increases our understanding of our problems.
2. Break into triads and discuss the following questions related to reaching your goal or resolving your problems:
 - A. What are the factors about myself that will help me?
 - B. What are the factors about myself that might hinder me?
What kind of tricks might I pull on myself?
 - C. How will other people react to my working on my goal?
Who can I expect to help me or to hinder me?
 - D. Are there any other situational factors or other types of things I should consider?
3. After you feel you can answer the questions, braille the response to each question before leaving your triad.
4. Have the participants report their answers to the group.

TIME FRAME: Approximately 40 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Ways Exercise

Activity:

1. Form Triads.
2. List the "Ways" you can think of to achieve your goal.
3. Let your thinking run wild.
4. Include the ridiculous on your form.
5. For example, on Ray's Ways Form to get a girlfriend, some of the ways he had were:
 - A. Get rich
 - B. Hang around with a Romeo
 - C. Read "How to Win Friends and Influence People."
6. Provide an opportunity for participants to tell the total group their "best way."

Note:

1. The "best way" refers to the funniest or most ridiculous way.

TIME FRAME: Approximately 20 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOME WORK: No

Behavioral Analysis

Activity:

1. Personality goals are often complicated and difficult to understand. Sometimes the basis for a change we want to make has to do with our inability to effectively deal with a certain situation or situations.
2. The behavioral analysis exercise helps us break down our goal into why we are dissatisfied and what we need to do to be satisfied.
3. Thinking of your goal and its background, braille a brief response to these incomplete sentences:
 - A. I am dissatisfied because I am (describe yourself) . . .
 - B. I am this way when (describe situation) . . .
 - C. When I am in that situation, I act this way (describe your behavior or behaviors) . . .
 - D. Then the other person (or persons) responds this way (describe other's behavior) . . .
 - E. Then I act this way (describe your behavior) . . .
 - F. Then I feel this way (describe your feelings) . . .
 - G. Sometimes I do these things too (describe other related behaviors) . . .
4. Discuss your behavior analysis with another group member. Facilitate exploration and understanding of problem situation and problem behaviors.
5. Now, we need to discuss what you could do to be more satisfied. Braille some brief responses to these incomplete sentences:
 - A. I would be satisfied if I were (describe yourself) . . .
 - B. I want to act differently when (describe situation) . . .
 - C. When I am in that situation, I would like to act this way (describe desired behaviors — use your imagination) . . .
 - D. The other person would probably act this way (describe other's behavior) . . .
 - E. Then I would (describe desired behavior) . . .
 - F. Then I would feel this way (describe your feelings) . . .
 - G. Here are some other things I want to do (describe desired behaviors) . . .

6. Discuss your satisfaction analysis with your partner with each of you helping the other identify effective ways to act to handle the problem situation.
7. Bring the discussion of dissatisfaction and satisfaction analyses to the total group. Have participants brainstorm different ways to achieve goals described by group members.
8. Have each group member summarize what he or she learned from completing the behavior analysis.

TIME FRAME: Approximately 25 minutes
EQUIPMENT NEEDED: None
APPROPRIATE AS HOMEWORK: No

Introduction To Program Development

Activity:

1. We are now ready to develop our programs (the things we will do) to achieve our goal and solve the problem.
2. You should first review your "ways" form and your behavior analysis to see if there is an easy way to achieve your goal and solve the problem.
3. If there is not, and there probably is not (also a good lesson to learn), you must develop a work program to follow as you work toward achievement of the goal.
4. Before developing our individual programs, we will first review the principles of program development. They are:
 - A. You must move toward goals in steps.
 - B. Each step should be a little more difficult than your last step.
 - C. The last step should be your behavioral goal.
5. Reasons: In most problem behavior, our feelings are involved. You cannot expect to behave one way one day and completely the opposite the next. Your feelings will not let you.
6. Example: Raymond was afraid to ask girls for dates; in fact, he had difficulty even talking to them.
7. Review the following program for getting Ray a girlfriend (see Figure 7).

TIME FRAME: Approximately 4 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Example Program Development Form 1

Goal — To have a girlfriend by April 19, 1972

(Today's date January 5, 1972)

| Steps Toward Goal | Deadlines | | | |
|---|----------------------------------|-------------------------------|--------------------------------|----------------------|
| | When I Should Complete Each Step | When I did Complete Each Step | Number of times to repeat step | Results of each step |
| 1. a) Bathe daily, b) brush teeth at least 2 times a day, c) dress neat, d) visit dentist | | | | |
| 2. Sit in on mixed group conversations once a day | | | | |
| 3. a) Speak to 2 girls a day (just a greeting — I speak first) b) To sit with a girl at coke break once a day. Not necessary to carry the conversation — mostly just speak when spoken to c) To start a conversation with 3 girls a day | | | | |
| 4. a) To ask a girl to go on coke break with me once a day | | | | |
| 5. a) Go to the dance every week b) Go on recreation field trips once a week | | | | |
| 6. a) Ask 2 girls I like and I think like me to go have a coke 2 times a week | | | | |
| 7. a) Ask a girl to go to a show with me once a week. Start with your 1st choice, 2nd, on down the line until one accepts | | | | |
| 8. a) Ask my favorite girl to go where we want on dates for 3 weeks | | | | |

Program Development

Activity:

1. Program development requires us to complete the following steps:
 - A. List in order the behavioral steps you must take to reach your goal.
 - B. Start out with a step that is not too difficult.
 - C. Make the next step more difficult, but not much more difficult.
 - D. Look at each step and decide how many times you want to do it before you will move on to the next step. For example, you may want to practice saying "hello" to people several times before moving to starting a conversation.
 - E. Set realistic deadlines for each step.
 - F. Your last step should be your goal.
 - G. We will need to work on several drafts of the program development form. I will help you now in the group and will also be available to you for individual help.
 - H. Start developing your program now in diads. The instructor should circulate and help participants develop step by step programs.

Note:

1. Supervise the development of each participant's program development form. Have participants present drafts for group discussion and feedback. Work within the group in diads and then bring discussion to total group. Move to goal attainment scaling when you feel participant programs are adequate.
2. AFTER EACH PERSON HAS COMPLETED HIS OR HER PROGRAM, YOU SHOULD TAKE THEM UP TO REVIEW AND CORRECT. YOU WILL NEED TO SCHEDULE INDIVIDUAL CONFERENCES WITH EACH PARTICIPANT.

TIME FRAME: Approximately 15 minutes per participant

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: The participants should, if schedule permits, work on the programs outside the group.

6. Then complete the expected level — where you expect to be if you follow your program.
7. Next, fill out best possible outcome, the best you could ever hope for as a result of your program.
8. Each participant now has a way to determine to what degree he or she has achieved a goal.

Note:

1. Goal attainment scaling also provides a way to evaluate the overall effectiveness of Personal Achievement Skills. Did participants reach their expected level or better? Did participants grow?

*Based on goal attainment scaling procedures developed by Kiresuk, Salasin, and Garwick, 1972.

TIME FRAME: Approximately 15 minutes
EQUIPMENT NEEDED: None
APPROPRIATE AS HOMEWORK: No.

GOAL ATTAINMENT SCALING

Activity:

1. Mention that every time we set out to achieve a goal we can have one of five different outcomes*:
 - A. Best possible
 - B. Better than expected
 - C. Expected
 - D. Less than expected
 - E. Worst possible
2. Read the sample scale (see Figure 8) and discuss how Ray wrote out five different levels of attainment. Right now he is afraid to ask a girl out for a date.
3. At the end of his program, he expects to be able to ask girls for dates.
4. Ask participants to braille a goal attainment scale for themselves.
5. Start with worst possible outcome. Make that a statement of where you are right now. But, if you think things might get worse, put your present status in the "less than expected" box. Be sure each participant marks their current or "intake" level.

Figure 8
Goal Attainment Scale

Best Outcome Thought Likely

To be able to ask my girl for a date at anytime with complete self-confidence

Better Than Expected Outcome

To be able to ask lots of girls that I know for dates and feel comfortable when I do it

Expected Outcome

To be able to ask girls that I have been around on occasion for dates without stuttering or feeling afraid

Less Than expected Outcome

To have only one or two girls that I ask for dates and to be afraid when I do it. Stutter, hesitate, etc.

Worst Possible Outcome

To not ask any girls for dates because I am afraid to

56 Sharing

Activity:

1. Have group members share with others in the group one or two other goals they feel they could achieve using Personal Achievement Skills.
2. Ask participants also to share one or two goals they would really like to achieve, but have always felt were more than they could ever accomplish.
3. Have group discussion about how we might work on "out of sight" goals during Personal Achievement Skills.

TIME FRAME: Approximately 20 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Where Are We

Activity:

1. We have learned to discuss our problems, goals, and feelings comfortably. We can let our real selves show.
2. We have identified important goals.
3. We programmed them.
4. We have identified possible attainment levels.
5. It's time to **ACT!**
6. Have participants express their feelings related to "getting on with it."

TIME FRAME: Approximately 10 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Introduction To Monitoring Sessions

Activity:

1. Present the following information to the group:
 - A. The teaching part of the program is complete and the schedule will change.
 - B. Monitoring sessions will begin. The monitoring sessions will focus on the following activities:
 1. Sharing progress, feelings, problems, etc. related to the goal program.
 2. Giving group feedback and support for individual group members.
 3. Modifying programs when necessary.
2. Explain the schedule for the monitoring sessions.

Note:

1. Length, frequency, and duration of the monitoring sessions will vary according to the size of the group, the types of problems they are working on, time constraints, etc. It is suggested that one hour weekly sessions be scheduled for at least an eight week period. This schedule should be modified as needs dictate.

TIME FRAME: Approximately 10 minutes

EQUIPMENT NEEDED: None

APPROPRIATE AS HOMEWORK: No

Instructor's Notes

1. The goal of the monitoring sessions is to keep participants working toward attaining their goals. The activities suggested here, though they may need to be modified or added to, are designed to add the motivational aspect of monitoring.
2. The suggested outline for conducting the monitoring session is:
 - A. Read the Goal Attainment Worksheet (Figure 9) and have the participants braille their responses.
 - B. Ask each participant to state his or her goal to the group.
 - C. Involve the total group in a review of each participant's progress. Facilitate the group on the following:
 1. Discussion of progress, problems, feelings, etc.
 2. Group feedback to members.

Note: The instructor should clarify feelings, problems, etc., as they emerge in the sessions.
 - D. Influence the group to build support for individual members to follow their programs.

Note: Consider adopting a "buddy-system" that will permit participants to check-off work toward goals with other group members between sessions.
 - E. Identify participants' problems that might necessitate program changes.

Note: Make program changes during the monitoring meeting if possible. If necessary, plan an individual meeting with any participant who is having significant difficulty following his program. Work out a new program with the person.

Figure 9
Goal Attainment Worksheet

Number

Began goal attainment on (date)

Today's date

Number of Feedback sessions

Present goal level

How would you describe your present progress toward your main goal?

WHERE ARE YOU?

Rate your present goal attainment level. (check one)

Best possible outcome

Better than expected outcome

Expected outcome

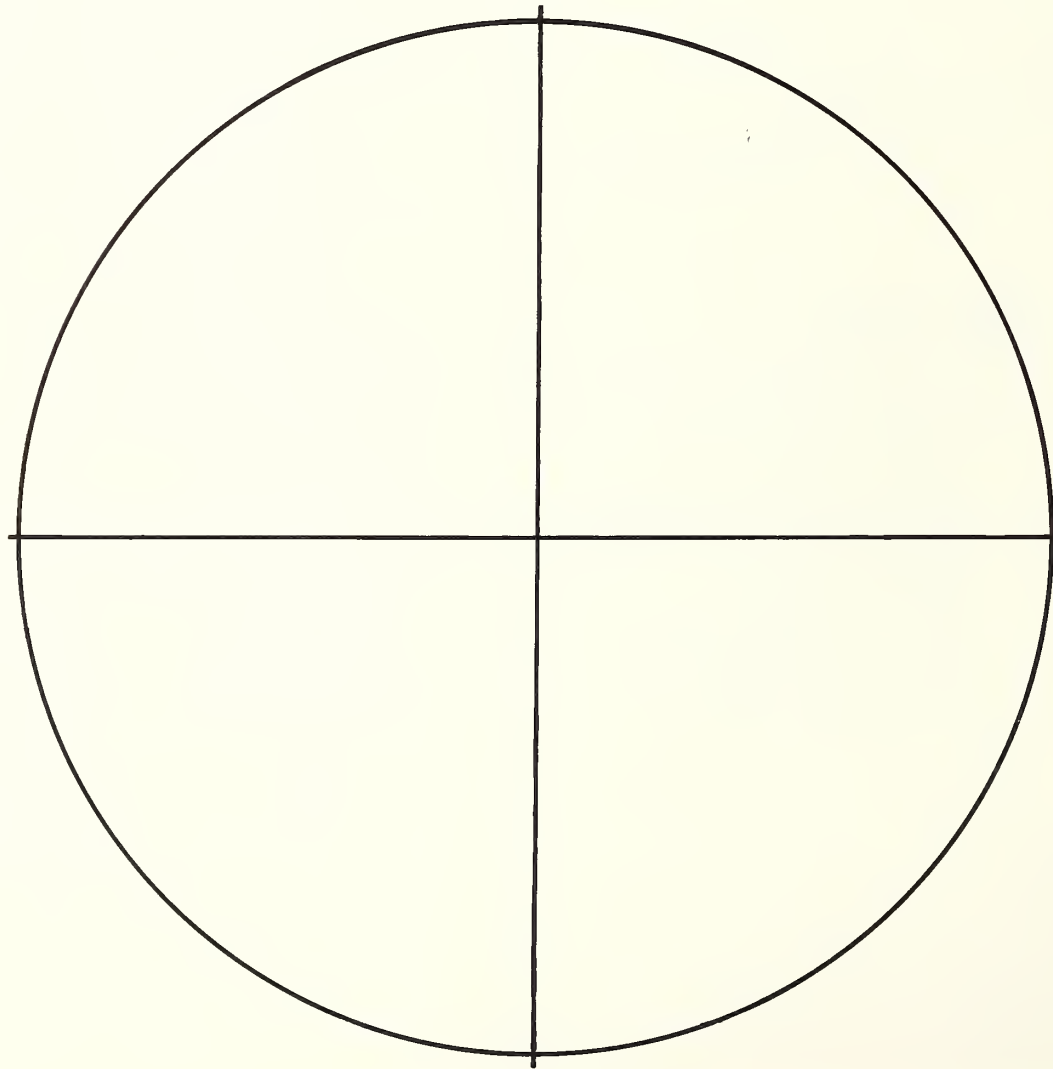
Less than expected outcome

Worst possible outcome

Here and Now Wheel 3

How do you feel about your progress toward your goal? Put a feeling word in each of the four sections in the Here and Now Wheel.

HERE AND NOW WHEEL



Review Of Achievement Steps

Activity:

1. Have group identify and discuss the steps of goal achievement.

Note: The basic steps are as follows:

- A. **Explore your needs and values** — look at possible goals.
 - B. **Admit that you have a problem** — this is the first step of real change. Examine "keeping the problem a problem" behaviors.
 - C. **Select a goal** — it should be a personally meaningful goal that has a good likelihood of being attained.
 - D. **Behaviorally define the goal** — describe what you must do and how you must behave to achieve the goal.
 - E. **Explore the problem** — examine its history and present related factors.
 - F. **Understand the problem** — work on your exploration until you feel like you understand what's "going on" with yourself.
 - G. **Develop the program** —
 1. Develop the steps
 2. Rank the steps
 3. Refine the steps
 4. Set time limits
 5. Set frequency for the steps
 - H. **Prize your goal** — publicly commit yourself to your goal's steps.
 - I. Work
 - J. Review and revise as necessary.
 - K. Feel success and satisfaction
2. Answer any questions.

Note:

1. Present this review near the close of the program.

Last Monitoring Session

Activity:

1. Review accomplishments of the group.
2. Be particularly attentive to reinforcing personal growth on the part of participants.
3. Give group time to discuss feelings about Personal Achievement Skills.
4. Look for ways to improve the program format.
5. Ask participants to share some future goals they are considering.
6. If participants feel there is any personal unfinished business, discuss it now or suggest that they visit with you individually, even though the group will have been concluded.

REFERENCES

- Carkhuff, R. **The Art of Helping**. Amherst, Mass.: Human Resource Development Press, 1972.
- Gendlin, E. T. and John Beake. "Experimental Groups: Instructors for Groups." **Innovations to Group Psychotherapy**. Edited by George M. Gazda, Charles C. Thomas, Springfield, Illinois, 1968.
- Kiresuk, T., S. Salasin, and G. Garwick. **The Program Evaluation Project: Overview** (5 RO 1 MH 678902). Program Evaluation Project, National Institute of Mental Health, September 1972.
- Means, B., and R. Roessler. **Personal Achievement Skills Leader's Manual and Participant's Workbook Training Package**. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1976.
- Raths, L., M. Harmin, and S. Simon. **Values and Teaching**. Columbus, Ohio: C. Merrill Co., 1966.
- Roessler, R., D. Cook, and D. Lillard. The effects of systematic group counseling on work adjustment clients. **Research Report**. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1976.
- Roessler, R., and P. Greene. An evaluation of Personal Achievement Skills (PAS) by rehabilitation personnel. **Research Report**. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1974.
- Roessler, R., and B. Means. **PAS Instructor's Supplement: Program development and evaluation guidelines**. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1976 (a).
- Roessler, R., and B. Means. Personal Achievement Skills: An introduction. **Discussion Paper**. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1976 (b).
- Rucker, W. R., V. C. Arnsperger, and A. J. Brodbeck. **Human Values in Education**. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1969.

- Simon, S. B. "I am Lovable and Capable (IALAC)," unpublished paper. University of Massachusetts, Amherst, Massachusetts.
- Simon, S. B., L. W. Howe, and H. Kirschenbaum. "Epitaph." **Values Clarification**, Hart Publishing Co., Inc., New York, New York, 1972.
- Simon, S. B., L. W. Howe, and H. Kirschenbaum. "Life Line." **Values Clarification**. Hart Publishing Co., Inc., New York, New York, 1972.
- Simon, S. B., L. W. Howe, and H. Kirschenbaum. "Obituary," **Values Clarification**. Hart Publishing Co., Inc., New York, New York, 1972.
- Simon, S. B., L. W. Howe, and H. Kirschenbaum. "Pie of Life." **Values Clarification**. Hart Publishing Co., Inc., New York, New York, 1972.
- Simon, S. B., L. W. Howe, and H. Kirschenbaum. "Twenty Things You Love to Do." **Values Clarification**. Hart Publishing Co., Inc., New York, New York, 1972.

APPENDICES

Appendix A

Geometric Shapes Exercise

1. Material for the geometric shapes exercise consists of a set of interlocking, toy beads. Designed for use by very young children, these beads are available in the toy section of most department or discount stores. Follow manual instructions for using the interlocking beads to convey the concepts of exploration, understanding, and action.
2. You may also want to make your own materials for this activity by cutting out cardboard shapes in the forms of circles, triangles, and squares.
3. To create the awareness of exploration, understanding, and action using the cardboard shapes, complete the following steps:
 - A. Give participants about 12 shapes comprised of circles, squares and triangles, and ask the participants to identify the different shapes (exploration).
 - B. Have participants next sort the 12 shapes into three stacks containing only circles, only squares, and only triangles (understanding).
 - C. Next have the participants place the stack of circles on top of the stacks of squares followed by the stack of triangles on top of the stack of circles (action).
4. The purpose of the activity is to give participants an appreciation of the self-exploration, self-understanding, and constructive action model.

Appendix B
PERSONAL ACHIEVEMENT SKILLS
ORDER FORM

| UNIT | HANDLING/ MAILING CHARGES PER UNIT | TOTAL NUMBER OF UNITS REQUESTED | TOTAL CHARGE |
|--|---|--|-----------------|
| Instructor's Manual | \$2.00 | | |
| Participant's Manual | \$1.00 | | |
| Introductory Paper | \$0.50 | | |
| Instructor's Supplement | \$0.50 | | |
| Audio Training Tapes: | | | |
| a. One cassette cartridge | \$3.00 | | |
| | | | |
| b. One reel to reel | | | |
| Specify ___5" or ___7" reel | \$2.50 | | |
| Personal Achievement Skills for the Visually Handicapped Instructor's Manual | \$2.00 | | |

Please send the above to: _____

Return this form to: Personal Achievement Skills Account
 Arkansas Rehabilitation Research and
 Training Center
 Hot Springs Rehabilitation Center
 105 Reserve Avenue
 P.O. Box 1358
 Hot Springs, AR 71901

Appendix C

Lifeline

1. Construction of the lifeline device requires a coat hanger and 20 wooden macrame beads.
2. Cut a long length of the coat hanger wire and slip 20 beads on the wire. Be sure the beads slide freely.
3. Bend the ends of the wire over so that the beads can not slide off either end.
4. Tape the ends of the hanger if any sharp edges are exposed.
5. You now have a device by which participants can estimate different aspects of their lifeline.

Notes

Notes

[illegible]

ALL PROGRAMS ADMINISTERED BY THE UNIVERSITY OF ARKANSAS ARE RENDERED ON A NONDISCRIMINATORY BASIS WITHOUT REGARD TO HANDICAP, RACE, CREED, COLOR, SEX, OR NATIONAL ORIGIN IN COMPLIANCE WITH THE REHABILITATION ACT OF 1973 AND TITLE VI OF THE CIVIL RIGHTS ACT OF 1974. ALL APPLICANTS FOR PROGRAM PARTICIPATION AND/OR SERVICES HAVE A RIGHT TO FILE COMPLAINTS AND TO APPEAL ACCORDING TO REGULATIONS GOVERNING THIS PRINCIPLE.

BF698

R629

Copy 5

Roessler, Richard
Personal
achievement skills
training for the

DATE DUE

BF698

R629

Copy 5

Roessler,
Personal
achievement
skills training

DATE

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

Art Direction: David Sigman
Cover Illustration: Robin K Muse
Production: Janie N Thomas



Arkansas Rehabilitation Research and Training Center